

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mrs. Katie Ellen Dabney

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mesquite Elementary School

(As it should appear in the official records)

School Mailing Address 9455 East Rita Road

(If address is P.O. Box, also include street address.)

City Tucson State AZ Zip Code+4 (9 digits total) 85747-6300

County Pima County State School Code Number* 10-02-20-712

Telephone 520-879-2100 Fax 520-879-2101

Web site/URL http://mes.vail.k12.az.us E-mail dabneyk@vail.k12.az.us

Twitter Handle	Facebook Page	
<u>https://twitter.com/MESevent</u>	<u>https://www.facebook.com/MesquiteElementar</u>	
<u>s</u>	<u>y</u>	Google+ <u>N/A</u>

YouTube/URL <u>N/A</u>	Blog <u>N/A</u>	Other Social Media Link <u>N/A</u>
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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Calvin Baker, N/A E-mail: bakerc@vail.k12.az.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vail Unified District Tel. 520-879-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Jim Coulter, N/A

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 4 High schools
 - 1 K-12 schools
- 18 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☒ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	55	53	108
1	50	52	102
2	62	56	118
3	43	61	104
4	60	58	118
5	64	63	127
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	334	343	677

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 6 % Black or African American
 - 35 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 51 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1	580
(5) Total transferred students in row (3) divided by total students in row (4)	0.047
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 2 %
12 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Spanish, Japanese, Arabic, and Dutch
8. Students eligible for free/reduced-priced meals: 33 %
 Total number students who qualify: 277

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 11 %
75 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	31
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Welcome to Mesquite Elementary School, where we succeed because of the partnership among parents, students, staff and the community. It is the mission of Mesquite Elementary School to provide a positive and safe environment in order to nurture academic achievement, self-leadership and the understanding of our diverse community. Long before the school opened, the seed of this mission was planted by an interim site council comprised of parents, community members and staff. As we near our fifteenth anniversary, our commitment to our guiding principles continues at the heart of our practice.

Mesquite Elementary school was opened in 1999 as a traditional public school serving a neighborhood attendance boundary. In 2012, Mesquite was transitioned from a traditional public school to a Vail School District sponsored charter school. Mesquite is a Title I charter school serving a diverse population of students. Our service area consists of the same neighborhoods that were once our attendance boundary. According to Mesquite's Charter, students living within our service area have the first priority in attending our school. Second priority goes to students living within the Vail School District, but outside of our service area. Third enrollment priority is given to students living outside of the VSD attendance boundaries. After enrolling students within the first two charter priorities, barring additional space, out-of-district students are accepted on a first-come, first serve basis. Fifty-seven percent of students are enrolled through Open Enrollment. Families from around the city of Tucson overcome extraordinary obstacles to enroll their students at Mesquite. For example, we have students who commute over fifty miles to attend our school. Other families have placed their homes on the market to physically move to our service area.

Despite our fluid population, Mesquite is the highest achieving school in the Vail School district wide assessments and state standardized assessments), year after year. Vail has been ranked the highest performing school district in the state of Arizona for two years.

A key strength is our principal, who leads Mesquite in our sustained quest for excellence. By knowing her staff, the principal recognizes individuals' strengths and utilizes them. Placing the right people in the right roles makes our success a collaborative effort. As a result, Mesquite has developed several teacher-initiated programs that have been adopted throughout the district. Proven programs include: Reteach and Enrich, V.E.R.B. (Vocabulary Enrichment Reading Reteach Block), the Media Center Enrichment Program and our Bell to Bell Learning culture. Staff members constantly work to ensure we maintain a rigorous environment that focuses on clear goals, essential skills, high expectations and authentic learning experiences based on the changing needs of each student.

Mesquite's traditions of high standards resulted in our first Excelling School label in 2004. We were the first school in the Vail School District to achieve this label, and despite Arizona changing its accountability system in 2011, we have received the state's highest label for 10 consecutive years. We also celebrate several other recognitions and achievements, including: the ASBA Golden Bell Award (2004), the Spotlight on Success (2005), the A+ School of Excellence Award from the Arizona Education Foundation (2005 and 2010), A+ Exemplary Program Award for the Mesquite Media Center Enrichment Program (2010), and Edutopia, "Schools That Work" (2011). In addition to being recognized as a model school, Mesquite hosts multiple visitors from around Arizona and from states coast to coast.

Mesquite has championed and led the way for other schools to follow, and we continue to do so. In order to best prepare students for the 21st century and recognizing China's growing importance and emergence as an international economic power, we have demonstrated our leadership and vision by introducing the first Mandarin Chinese Language Immersion Program in the Vail School District. The program will be offered beginning in the 2014-2015 school year.

The educational excellence at Mesquite Elementary School remains constant over the years, thanks to the stringent academic standards that have been kept firmly intact. Our staff are knowledgeable, educated, and flexible. They continuously focus on increasing the depth of knowledge in the classroom and thrives on best practices. Our teachers' expectations are that all Mesquite students can and will succeed.

Mesquite has become a leader in the educational community, enriching and extending to others. Our successes reflect not only excellent teaching, but also a strong and connected community. Our dedicated volunteers illustrate our community's commitment to the education of our children. Parents, volunteers, and business partnerships are major assets to our roots at Mesquite.

We remain true to a mission that strives for excellence and have created a culture of high expectations for academic achievement. Together, we rise to conquer challenges and successfully prepare our students for the constantly evolving profile of 21st century learner.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Arizona's Instrument to Measure Standards (AIMS) is a Standards Based Assessment that measures how well students are mastering Arizona's state standards. AIMS measures student proficiency in Reading (grades 3-5), Writing (grade 5), Math (grades 3-5), and Science (grade 4) using the four performance level descriptors: Exceeds, Meets, Approaches, and Falls Far Below. Exceeds and Meets are considered to be acceptable proficiency levels. The Stanford 10 is a norm-referenced assessment administered to students in second grade to measure academic knowledge in the areas of Reading, Math, and Language.

Arizona measures school accountability through the federal system that assesses Adequate Yearly Progress (AYP) mandated by NCLB. Mesquite has met AYP since the inception of the system, indicating that students are consistently meeting or exceeding the Arizona state standards in reading and math.

Arizona measures school performance based on student achievement through its own accountability system, AZ LEARNS (Legacy). It awards points to schools based on the percent of students passing AIMS and individual student growth. Schools earn a label ranging from "Excelling" through "Failing". Mesquite has consistently earned an "Excelling" label for 9 years, demonstrating a required three-year average of students exceeding the standard on AIMS across all subject and grade combinations.

The new A-F accountability system for Arizona, instituted in 2011, compares the growth in AIMS test scores from year to year for similarly achieving students. Fifty percent of the score is based on individual growth of students and that of the lowest performing students, and the other fifty percent is based on percent passing AIMS and ELL reclassification. Mesquite has earned a letter grade of "A" since 2011 when the system was first instituted.

b) Overall, Mesquite's performance trends on AIMS show consistent strong student achievement in reading and mathematics over the past five years. With a school-wide five year average of 93% (grades 3-5) of students meeting or exceeding in both reading and mathematics, our students consistently outscore the state average of 77% in reading and 65% in math. However, due to changes in the AIMS Assessment with the addition of the new Arizona College and Career Readiness (Common Core) Standards in 2013, some changes in our students' scores have occurred.

The reading AIMS Assessment was altered in 2013 to account for the increased rigor of the Arizona College and Career Readiness Standards. Due to the increased rigor of the assessment, we experienced dips of ten percentage points or more in four reading subgroups. The subgroups included 4th Grade African American and Special Education students and 5th Grade Special Education and ELL students. To address these dips and the increased rigor of the new reading standards and the AIMS Assessment, we have implemented the use of more non-fiction texts (about 70% nonfiction to 30% fiction) and increased the lexicon levels of our reading resources. We are also requiring our students who did not meet mastery on the AIMS Reading Assessment attend at least twelve hours of remediation classes.

Mesquite's Math scores continue to be strong. Our current year math data showed more growth in subgroups than dips. As with reading, the mathematics AIMS Assessment was altered to address the increased rigor of our new standards. Dips of ten percentage points in the current year AIMS Mathematics Assessment included two subgroups in 3rd Grade; our African American and ELL students, and one subgroup in 4th grade, our African American students. We are addressing this issue by ensuring that our students attend daily skill specific tutoring, intersession classes, and daily math intervention groups. We are also requiring our students who did not meet mastery on the AIMS Mathematics Assessment to attend at least twelve hours of remediation classes. Although there was a dip within the percent of students meeting or exceeding on the AIMS Assessment, the overall rate of passing in the 4th Grade African American subgroup is still 80%. Of the ten students counted in that subgroup, three receive special education services and two were new to Mesquite.

Our current year AIMS data also showed strong growth of ten percentage points or more within several subgroups. Our 3rd Grade African American students went from 67% meeting or exceeding on reading AIMS in 2012 to 86% meeting or exceeding in 2013. We saw similar gains from our 3rd Grade Hispanic students in reading (81% to 97%) in our Special Education students (71% to 87%), and our ELL students (50% to 100%). In 4th Grade our ELL students improved in reading (33% to 50%) and in mathematics (33% to 77%).

Mesquite Elementary is a data driven school. It's critically important to not only collect and analyze data, but respond to that information as well. We look at the growth of each student very closely. From all student subgroups to our bottom 25%, student growth is critically important.

2. Using Assessment Results:

We seek high student achievement and excellence in instruction at Mesquite. One way in which we ensure that we achieve this vision is through our balanced approach to assessment. The purpose of assessment is to guide classroom instruction. Students' academic achievements are evaluated on a regular basis through a variety of formal and informal assessments. These assessments directly measure students' achievement with regard to the Arizona College and Career Readiness Standards.

Teachers use formative assessments to assess the mastery of grade level essential standards. These weekly formative assessments provide teachers, students, and parents with timely feedback regarding student mastery of objectives. The data is used to modify instruction to better meet the needs of students. Mesquite currently has several programs and practices in place to respond to these needs including Math Reteach/Enrich, V.E.R.B., and Intersession.

Reading, Math, and Writing Benchmarks are quarterly assessments given to students to measure the achievement of the standards. These assessments measure student mastery of the districts' targeted essential standards. Teachers then determine the effectiveness of the curriculum and the instruction implemented in classrooms. Classes that do not demonstrate 80% mastery of an objective reteach and retest that objective until 80% mastery is achieved.

Curriculum Based Measures (CBMs) are assessments administered to monitor student progression of basic fluency skills in math, reading, and writing. CBMs are standardized and measure growth over time. These quick measures identify ability of Mastery, Instructional, or Frustrational levels. Students performing in the Frustrational Range are given a "Can't Do/Won't Do" Assessment. This assessment determines if students are unable to complete the skill or if extra motivation is needed. Students identified as "Can't Do" receive individual interventions for fifteen days. If these students continue to perform in the Frustrational range, additional testing is considered.

AIMS and SAT10 are the state assessments designed to measure a student's understanding of the state standards. Assessment summaries are reviewed, shared, and discussed with teachers at the beginning of the year during Mesquite's Data Dig. The data is used to identify and reflect on areas of strengths and weaknesses to improve instruction for the current school year.

Teachers participate in bi-monthly Data Team meetings that provide an opportunity to examine and analyze all the different forms of student assessment data. The team works together to collaboratively analyze assessment results, set or modify goals for improvement, monitor results, and discuss implementation strategies in order to drive instruction and meet the goal of success for all students.

Student success is the collaborative efforts of all those involved in the education of the child. Teachers routinely communicate assessment results to students and parents/guardians. PowerSchool is an important online communication tool that allows parents/guardians access to grades, assignments, and attendance information. Individual student AIMS, SAT10 and Benchmark results are mailed home to parents. Student progress is also reported to parents through Standards Based Report Cards. Teachers discuss past and current test scores with parents as a way of tracking children's progress.

3. Sharing Lessons Learned:

The Vail School District and Mesquite serve as a lighthouse to educators around the nation. Mesquite hosts visitors from all over the country. Hundreds of educators have come to observe and eagerly learn from Mesquite's successes. Visitors will observe our Mesquite teacher created programs including: Bell to Bell Learning, Math Reteach and Enrich, Advanced Math, Balanced Literacy, and the Mesquite Enrichment Program.

The Mesquite Enrichment Program aligns with Mesquite's vision/mission by nurturing academic achievement and recognition through a challenging curriculum, strong technology, research based measures, and best practices that focus on student learning. The Mesquite Media Center Enrichment Program is designed to enrich instruction in Science and Social Studies. The program is designed as a center-based model, including whole group instruction and discussion components. The center model involves the content areas of writing, math, art, and technology. The four content areas align to a Science or Social Studies central theme, which changes yearly. The activities at each center are planned for two different academic levels—second-third grade, and fourth-fifth grade. This school wide enrichment program began as a Mesquite initiative and is now being implemented in many Vail Elementary Schools as well as schools across the State as visitors come to observe. We continue to lead the way in reaching an even greater audience of educators who are committed to enrichment for all.

Mesquite Elementary classrooms are featured on Edutopia. Edutopia is a website published by the George Lucas Educational Foundation. Edutopia celebrates and encourages innovation. In 2011 the producers documented Mesquite's success with a series titled "Schools That Work" which focuses on evidence-based successes and uses how-to videos to help develop educational leadership. The producers interviewed Mesquite's teachers, students, principals, and administrators. Our educators shared their resources including Math Reteach and Enrich, differentiated instruction, and Tips for Working with a Low Budget.

Beyond Textbooks is a wiki web-based tool that began as a Vail initiative to communicate and collaborate with peers across the District. Beyond Textbooks has grown beyond Vail's boundaries, and now Mesquite educators share our "secret sauce" with ninety Arizona partner districts. Teachers use the wiki to review the curriculum and calendars, locate and/or share resource materials, and to communicate and collaborate with peers across the district and state. Mesquite's Edutopia's videos are used at every Beyond Textbook training, reaching over 100,000 students and 9,000 educators each year.

4. Engaging Families and Community:

Mesquite's mission statement includes the importance of an active partnership with parents, students, staff, and community. Mesquite relies heavily on these relationships for the common purpose of student success.

Mesquite reaches out before school begins to students and families through "Meet-the-Teacher" night allowing families to meet the teachers, visit classrooms, and ponder volunteer opportunities. Grade specific curriculum nights follow soon after school begins. Throughout the year, parents view their child's progress via their online PowerSchool account and receive weekly email newsletters that include the next week's tutoring schedule and events. Mesquite's website, Facebook page, Twitter account, teacher classroom blogs, podcasts, and the Gila Monster Weekly e-newsletter are constantly updated for easy access to current and archived activities and information.

Mesquite teachers connect with their students and families through twice yearly parent teacher conferences (and as needed). Supplemental school programs during the school year include Junior Achievement, Biz Town, Accelerated Reader, curriculum based field trips, a "Love of Reading" week, grade level music programs, and a school-wide science fair. Tutoring is available after-school weekly for all students as well as a wide variety of clubs: Choir, Orchestra, Band, Wright Flight, National Elementary School Honor Society, Student Council, Gilly's Green Team, Math Olympiad, Reading is Fun Club, Homework Club, AR Club, Broadcast Team, and Girls on the Run. Teachers have an option to participate in Vail's Home Visit Program allowing teachers to build a more personal relationship with families.

Parents are always welcomed on our campus to have lunch with their children, volunteer for field trips, and help in the classroom. Our Mesquite PTSA is wholly involved through Family Fun Nights, Fall Festival (over 4000 children and parents attend yearly), Vail Pride Day, Movie Nights, Grandparents' Day, and several festivals throughout the year complete with food vendors, jumping castles, and classroom games. The PTSA actively raises funds for much needed school equipment and activities through a yearly Spell-A-Thon and Scholastic Book Fairs. Our Mesquite Site Council comprised of parents, community members, staff, and teachers advises and meets with our principal monthly on issues proprietary to the school. All groups including our Community Partners, Raytheon, Walmart, Ace Hardware, Target, and others demonstrate their commitment to Mesquite's wellbeing and success on a daily basis.

The relationship that Mesquite forges between students, parents, and our community demonstrates the value that is placed on each individual student's success and achievement.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At Mesquite our philosophy is to challenge students with a high quality education that not only focuses on standards and district curriculum, but also prepares them for the future. It is critical that our curriculum and programs answer each of DuFour's four essential questions: 1) What do we want students to learn? 2) How do we know if they have learned it? 3) What do we do if they haven't learned it? 4) What do we do if they have learned it? Our teachers have identified the Essential Skills/Objectives within the Arizona College and Career Readiness Standards and created common curriculum maps that determine when each skill is taught (for each content area). Every Essential Skill has been unwrapped and that document gives teachers the necessary information and background to instruct the skill effectively. This is our answer to DuFour's first question. To answer question number two, our teachers have created Common Formative Assessments for every Essential Skill/Objective in math and reading. The answer to questions three and four is our Reteach and Enrich program in math and V.E.R.B. in reading.

The Balanced Literacy program at Mesquite encourages students' active participation in reading, writing, listening, speaking, and language skills. Whole group lessons are taught using the Essential Elements of Instruction and incorporate Webb's Depth of Knowledge. Group, partner, and independent work are based on teacher created learning centers that focus on hands on, high rigor, and meaningful lessons/activities.

Mesquite's approach to math instruction aims for higher level thinking skills through fluency, conceptual, and procedural methods. It is our focus to develop a strong foundation for higher order thinking and problem solving skills aligned with the Arizona College and Career Readiness Standards.

Our emphasis in social studies is on real life experiences, as well as history. Junior Achievement is a school wide program. In addition, fifth grade students participate in Junior Achievement Biztown. We have also had the opportunity to have guests from Colonial Williamsburg as a culminating activity to our year long, school wide study of American history.

Mesquite's annual Science Fair provides our students a chance to apply the scientific method to real world experiments in efforts to test their hypothesis. Their results are then displayed at our school's science fair showcase and Vail Pride Day, and winners are chosen to be presented at the Southern Arizona Research, Science, and Engineering Fair.

Students at Mesquite participate in physical education, music, art, and computer skills which plays a vital role in our curriculum. Students participate in each area weekly, taught by highly qualified specialists. Mesquite's physical education program promotes an active lifestyle through activities including Jump Rope for Heart and the implementation of our district's wellness policy. Through the music curriculum, students learn about the different aspects of music. Their learning culminates in a grade level musical performance. In art, students learn about various artists, genres of art, and the highlight of our art program is at our annual Vail Pride Day. At this celebration our student's work is displayed for public viewing. Within the computer lab, students participate in online lessons that support classroom instruction as well as learning the basic and fundamental skills of using technology in the 21st century.

Technology is as much a part of the curriculum as pencil and paper. Students at Mesquite have access to a computer lab, a classroom set of iPods and iPads, and desktop/laptop computers within classrooms or pods. To aid with instruction each classroom is equipped with a high definition projector, a document camera, a sound amplifier, and a teacher laptop used to implement resources from Beyond Textbooks.

At Mesquite and in VSD, textbooks are not used as curriculum, but simply as resources. The identified Essential Skills within The Arizona College and Career Readiness Standards is our curriculum. Teachers follow our district wide curriculum maps which determine the "what" and "when" concepts are taught. The "how" a concept is taught is up to teachers. We value our teaching staff as professionals and allow them the autonomy to choose the resources to best teach each skill.

2. Reading/English:

We use a Balanced Literacy framework for reading instruction. Students work in mixed ability reading groups. This enables students to use cooperative learning activities, Kagan structures, and independent practice to enrich the learning process. Small, teacher-led reading groups are flexible allowing for movement to the level most appropriate for each student. Mesquite provides teachers and students access to a wide variety of literature including many genres and reading levels.

Mesquite's Balanced Literacy instruction includes: Small differentiated ability groups to instruct reading and daily engagement in reading and writing activities (e.g., independent, guided, and shared reading). We also focus on a foundation of phonics skills at the primary level (Spalding) and spelling instruction. Students have access to Accelerated Reader for independent reading practice. Six Traits of Writing and Daily Oral Language are utilized to enhance the writing process. Vocabulary Enrichment Reading/Reteach Block (V.E.R.B.) and academic vocabulary ensures mastery of the reading standards. Headsprout, an intensive phonics based reading computer program is used for early intervention (K-1st). We also utilize daily grade level reading interventions for readers falling in the bottom 25% of students in grades 1-5.

Mesquite has developed a school wide program, Vocabulary Enrichment Reading/ Reteach Block (V.E.R.B.), which is dedicated to ensuring the mastery of reading standards. State standards taught in reading are monitored weekly using formative assessments. Students who master the reading standards at 80% on the formatives are placed in an enrichment period. Students not mastering the formatives are retaught and retested. The objective behind the development of the V.E.R.B. period continues to go beyond state/minimum standards and ensure that students achieve at high levels, establish rigorous curriculum standards, and high expectations for all students. Data has shown that the V.E.R.B. model has increased our reading scores.

Students are continually monitored using Word Identification Fluency, Oral Reading Fluency, Formative Assessments, and quarterly Benchmarks to provide diagnostic information ensuring the most effective interventions are utilized. Three times a year, all students are assessed to determine their oral reading and writing abilities. This provides data for choosing appropriate reading levels and/or interventions. Highly qualified reading specialists provide support for readers falling in the bottom 25% through one-on-one instruction or small group assistance 4-5 times a week. Additional opportunities for remediation are available to students in-need including: skill specific tutoring, one-on-one coaching, reteach opportunities, fluency intervention groups, and Intersession classes. Our Reading Instruction capitalizes on student interest while maintaining a high level of rigor.

3. Mathematics:

Math instruction is a priority at Mesquite. Mathematics instruction is organized around the Arizona College and Career Readiness mandate. We use Balanced Math, which includes daily spiral review, a conceptual lesson, daily math fact practice, mental math, and a problem of the week focusing on problem solving strategies.

Mesquite's math instruction goes beyond skills practice. We implement the best strategies of teaching conceptual understanding, which applies a hands-on learning approach, and non-traditional IEEI, which fosters student lead discovery. Mesquite's math instruction utilizes a variety of resources and programs including Beyond Textbooks. Teachers and staff use data collected from our various assessments to lay the foundation of our classroom instruction.

For the past decade Mesquite has been the lighthouse school of VSD for our Math Reteach and Enrich program (R&E). Math R&E is a block of time reserved for ensuring mastery of the Arizona College and Career Readiness Math Standards. Formative Assessments which address one specific math standard are administered after regular math instruction occurs. The weekly Formative Assessment determines student placement in either reteach or enrichment classes. Each day from 12:30-1:00 p.m., students are either re-taught or enriched on that specific math standard through differentiated instruction. Students performing at

or above 80% are considered to be at mastery. Mastery students are placed in enrichment classes to revisit the standard using higher level thinking skills, including logic and reasoning. Students who score 79% and below are targeted for Reteach. Students in Reteach receive instruction specific to their needs. After a week of Reteach lessons, students are re-assessed. If a student does not achieve mastery, that student is targeted for individualized interventions. The Math R&E classes change weekly based on the results of the weekly formative.

Mesquite's Advanced Math program focuses on the needs of our high achieving students and those students who have demonstrated knowledge on assessments and classroom performance exceeding their grade level. We have an Advanced Math teacher who has designed a program that provides differentiated instruction at one to two grade levels above students' present grade. For students who aspire to display their knowledge through competition, we have a Math Olympiad team.

To address the needs of struggling students, teachers provide differentiated instruction through standards based after school tutoring, math fluency interventions, and intersession. Our math instruction is designed to meet the needs of all students.

4. Additional Curriculum Area:

Ensuring that students are well rounded is an important goal at Mesquite. Our students participate in weekly specialty classes including Music, Art, Physical Education, and Technology/Computer Lab. Mesquite utilizes a variety of programs to ensure that all students experience success and academic growth.

Students participate in a weekly school wide Media Center Enrichment Program focusing on a Science or Social Studies theme which is determined through a yearly student interest survey. This year's theme is a science topic on animals titled, "It's a Jungle Out There: Creatures and Features." Students have been learning about the different animal classifications.

The Media Center Enrichment Program began with the vision of extending enrichment to the entire student population. Enrichment equals extensions and extensions are for everyone. Our media center mantra is based on a quote by Benjamin Franklin, "Tell me and I Forget, Teach me and I Remember, Involve me and I Learn." Consistent trends in AIMS, Benchmark, and Stanford 10 data identified the need to challenge higher achieving students. The data made it evident that to continue to maintain and increase student achievement, a plan of action had to be developed. Toward obtaining these goals, a leadership team was formed to create a plan, including program goals, objectives, and outcomes.

This outcome was accomplished through a center-based enrichment model, including whole group instruction and discussion components. The exciting possibilities of providing enrichment in all content areas, especially science and social studies, through the vehicles of writing, math, art, and technology is unique to the program. The activities at each center are planned for two different academic levels, second-third grade, and fourth-fifth grade. This program allows our students additional exposure to science and social studies content through a project based learning approach. This enables the program to be cross-curricular in nature.

The program is monitored and evaluated through student surveys and teacher feedback solicited during faculty meetings, instructional team leader meetings, and data team meetings. As well as through student performance, completed products, an end of the year student Exit Project, and participation in sponsored writing projects and contests.

The unique qualities that make the Media Center Enrichment Program exemplary are the servicing of a school wide population, the teaching of a standards-based curriculum, in- depth investigations versus surface learning, and the use of technology to ensure a Twenty-First Century Learner with a renewed spark of creativity.

5. Instructional Methods:

Active engagement is a key component to our instructional methods. We strive for 100% engagement of all students 100% of the time. Mesquite teachers are masters at providing active participation opportunities for students including whiteboards, partner sharing, think alouds, thinking prompts, hand gestures, and various engagement structures. Teachers utilize the Essential Elements of Instruction (EEI), Kagan structures, and multiple intelligences.

Consistent, school-wide, balanced literacy meets the needs of all learners. Literacy centers enable students to reach higher levels of reading development through engaging, hands-on experiences and cooperative learning. Students needing extensive remediation, receive instruction through highly qualified reading specialists in a small group setting, or individualized interventions (RtI). Enrichment opportunities are offered for talented readers through Junior Great Books in an additional literacy block.

A K-5 balanced math approach includes daily review, mental math, problem solving, and fluency practice. Teachers implement inverted EEI (IEEI) encouraging discovery of concepts through manipulatives and real-world problems. Excelling math students are challenged through an Advanced Math pullout during the regular math block creating smaller class sizes in the regular classroom and providing differentiation in the overall program.

The needs of all learners are continually addressed. Decisions are data driven, identifying students using systematic, formative and quarterly assessments. Enrichment and reteach extensions are provided when students meet or struggle with concepts. During V.E.R.B. and Math Reteach and Enrich, students receive instruction from teachers other than their own. After a reteaching opportunity, students still performing below a mastery level are offered specific instruction in after-school tutoring. Intersession supports student learning during Fall and Spring Breaks when students fall below reading or math standards during quarterly, Benchmark assessments.

Technology supports and supplements instruction. Teachers maintain a classroom blog. A computer lab provides students with interactive activities to reinforce concepts. Teachers utilize websites including LearnZillion, StudyIsland, and BrainPop to supplement instruction. Accelerated Reader motivates and monitors students, while Headsprout is used as an intervention for struggling readers.

Mesquite embraces an inclusion model that calls for the instruction of all students in the least restrictive environment. Regular and special education teachers work collaboratively to modify instruction and accommodate students. English Language Learners receive one-on-one and small group instruction to enhance academic and social language development.

Effective, engaging instruction is our most powerful resource and by engaging “ALL students, ALL the time,” an environment of high student achievement is created.

6. Professional Development:

A coherent approach to professional development is critically important to ensure the ongoing learning for staff. Each teacher knows that when we better ourselves professionally, we become more effective in the classroom. We are never content with the status quo in our operations or in our curriculum methods. We are constantly looking for better and more efficient ways to accomplish our mission. This guiding principle directly applies to the emphasis of professional development at Mesquite.

We provide professional development opportunities for all of our staff from new to veteran teachers. Before the school year begins we offer New Teacher Induction for our new teachers to the district which focuses on the Essential Elements of Instruction, lesson planning, classroom management, cooperative learning, questioning techniques, higher order thinking, and program instruction for Reteach/Enrich and DMS. New teachers spend a total of nine days receiving direct instruction on these important elements. The teachers are in the New Teacher Induction program for a total of two years. New teachers also receive coaching from

master teachers in Balanced Math/Literacy and in their EEI instruction through Cognitive Coaching.

Throughout the school year we hold bi-monthly staff meetings that focus on professional development. At these meetings teachers discuss Kagan structures and consistently share best practices. During a staff meeting we often have teachers highlight effective strategies. In fact, as a school we have implemented a school wide editing program for writing. The C.U.P.S. (capitalization, using powerful words, punctuation, and spelling) program was the idea of one of our fifth grade teachers. Since the implementation of C.U.P.S., we have seen an increase in our writing scores.

To effectively communicate with parents and remain innovative, we trained teachers on creating classroom blogs. With these blogs teachers can upload homework, class newsletters, podcasts, and communicate with parents. Our teachers have created an interactive piece where the students log on to their teachers blog, fill out homework online, and the results get sent to the teacher directly. This helps the students and parents get comfortable using the blogs and checking the blog daily.

Every year our district dedicates four half-day inservices for staff dedicated to professional development. Continuing education for our teachers is imperative to stay up to date on the latest and best teaching practices.

7. School Leadership

The leadership team at Mesquite is comprised of a principal, assistant to the principal, and grade level Instructional Team Leaders. "Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall," Stephen R. Covey. The principal has been leading Mesquite for the last eight years. The Assistant to the Principal has served in the current position for two years. Our leadership team employs a Servant Leadership approach as highlighted by Steven Covey where all stakeholders are empowered to take on leadership roles.

The principal has leadership abilities that create the basis for our sound ladder of learning and professionalism. The walls in which we choose to lean our ladder are based on a solid philosophy of education. This philosophy has allowed us to maintain a high level of success and student achievement. The principal and assistant principal express their role by stating "Our job is to provide teachers with research and instructional support to do their job the best that they can." They support the basis of their leadership mentality on Marzano's School Leadership Model. They also refer to Todd Whitaker's "What Great Principals Do Differently: 15 Things That Matter Most." They believe that there are three keys to their roles as principal and assistant to the principal: positive relationships, instructional leadership, and visibility.

Through our Site Council meetings, our leadership develops a close relationship with parents and community members. The Site council is designed to represent and include all areas of the Mesquite culture. There are also various leadership roles for staff to highlight their unique talents including PBIS (Positive Behavior Interventions and Supports), Cognitive Coaching, Balanced Literacy and Math Coaching, Enrichment Team, Student Solutions Team, Curriculum Management Team, and District Formative Assessment Team.

Mesquite has established Instructional Team Leaders who keep communication flowing easily between the principal and the teaching staff. The principal holds annual retreats to reflect on the past year's successes and areas in need of improvement. She meets with the PTSA regularly to plan out the year's goals and events. Our annual PBIS survey allows everyone to provide feedback regarding issues dealing with school safety, health, and leadership. Staff members meet regularly with the principal and assistant principal for professional development and collaboration on school wide activities.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

Test: AIMS Assessment

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds	91	93	93	94	98
% Exceeds	56	49	54	56	58
Number of students tested	97	103	110	99	101
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	84	89	84	95	100
% Exceeds					
Number of students tested	32	18			
2. Students receiving Special Education					
% Meets plus % Exceeds	67	72	64	92	82
% Exceeds	38	33	19	27	33
Number of students tested	15	17	16	11	12
3. English Language Learner Students					
% Meets plus % Exceeds	33	50	50	0	100
% Exceeds	50	0	0	0	0
Number of students tested	3	8	2	0	2
4. Hispanic or Latino Students					
% Meets plus % Exceeds	91	88	82	97	100
% Exceeds	52	48	63	42	53
Number of students tested	33	26	32	33	28
5. African- American Students					
% Meets plus % Exceeds	56	78	100	75	100
% Exceeds	38	20	80	75	44
Number of students tested	7	9	5	4	9
6. Asian Students					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	75	56	38	100	67
Number of students tested	5	8	8	3	3
7. American Indian or					

Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	96	97	96	93	96
% Exceeds	55	51	50	59	63
Number of students tested	49	60	64	59	60
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Some subgroup data are not reported due to a small number of students in the subgroup. The school has not reported alternatively assessed students due to the small number of students in that subgroup (less than 1%). We were unable to locate the number of students tested in the Free and Reduced Lunch subgroup prior to 2012 because the Arizona Department of Education only published the percent of students who passed the AIMS assessment within that subgroup. The information provided to schools from the ADE only accounts for the overall number of students tested (the information provided to schools was not broken up by number of students tested within that subgroup prior to 2012).

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: Pearson

Test: AIMS Assessment

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds	86	92	94	95	97
% Exceeds	58	48	59	59	60
Number of students tested	104	98	99	98	110
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	86	88	95	100	94
% Exceeds					
Number of students tested	28	26			
2. Students receiving Special Education					
% Meets plus % Exceeds	57	50	85	57	86
% Exceeds	25	7	23	29	43
Number of students tested	12	12	13	7	14
3. English Language Learner Students					
% Meets plus % Exceeds	50	33	67	100	100
% Exceeds	0	0	0	0	67
Number of students tested	4	3	1	2	3
4. Hispanic or Latino Students					
% Meets plus % Exceeds	87	83	88	93	93
% Exceeds	53	29	53	57	40
Number of students tested	31	30	31	28	31
5. African- American Students					
% Meets plus % Exceeds	80	100	100	100	88
% Exceeds	36	67	29	56	30
Number of students tested	10	7	4	8	8
6. Asian Students					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	50	86	100	100	100
Number of students tested	8	7	3	3	5
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	85	94	96	95	100
% Exceeds	60	44	60	60	60
Number of students tested	53	54	60	58	64
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Some subgroup data are not reported due to a small number of students in the subgroup. The school has not reported alternatively assessed students due to the small number of students in that subgroup (less than 1%). We were unable to locate the number of students tested in the Free and Reduced Lunch subgroup prior to 2012 because the Arizona Department of Education only published the percent of students who passed the AIMS assessment within that subgroup. The information provided to schools from the ADE only accounts for the overall number of students tested (the information provided to schools was not broken up by number of students tested within that subgroup prior to 2012).

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: Pearson

Test: AIMS Assessment

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds	92	90	96	86	96
% Exceeds	42	53	57	53	47
Number of students tested	98	97	115	114	99
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	0	0	2	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	91	100	96	84	84
% Exceeds					
Number of students tested	33	23			
2. Students receiving Special Education					
% Meets plus % Exceeds	67	71	71	67	100
% Exceeds	11	31	0	17	22
Number of students tested	9	14	7	6	9
3. English Language Learner Students					
% Meets plus % Exceeds	50	50	100		75
% Exceeds	0	0	50	0	0
Number of students tested	2	2	2	0	2
4. Hispanic or Latino Students					
% Meets plus % Exceeds	86	89	91	76	89
% Exceeds	31	46	49	31	33
Number of students tested	36	35	33	35	22
5. African- American Students					
% Meets plus % Exceeds	100	100	88	50	83
% Exceeds	50	17	44	33	56
Number of students tested	6	4	11	4	6
6. Asian Students					
% Meets plus % Exceeds	100	100	100	100	67
% Exceeds	57	100	67	75	0
Number of students tested	6	2	3	5	3
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	94	89	98	92	100
% Exceeds	41	52	59	54	48
Number of students tested	49	56	68	68	65
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Some subgroup data are not reported due to a small number of students in the subgroup. The school has not reported alternatively assessed students due to the small number of students in that subgroup (less than 1%). We were unable to locate the number of students tested in the Free and Reduced Lunch subgroup prior to 2012 because the Arizona Department of Education only published the percent of students who passed the AIMS assessment within that subgroup. The information provided to schools from the ADE only accounts for the overall number of students tested (the information provided to schools was not broken up by number of students tested within that subgroup prior to 2012).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 3

Publisher: Pearson

Test: AIMS Assessment

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds	95	90	88	94	94
% Exceeds	29	19	15	18	40
Number of students tested	97	103	110	99	101
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	94	89	80	95	100
% Exceeds					
Number of students tested	32	18			
2. Students receiving Special Education					
% Meets plus % Exceeds	87	71	36	85	82
% Exceeds	15	11	6	0	17
Number of students tested	15	17	16	11	12
3. English Language Learner Students					
% Meets plus % Exceeds	100	50	50	100	100
% Exceeds	0	0	0	0	0
Number of students tested	3	8	2	0	2
4. Hispanic or Latino Students					
% Meets plus % Exceeds	97	81	82	93	96
% Exceeds	21	11	6	12	37
Number of students tested	33	26	32	33	28
5. African- American Students					
% Meets plus % Exceeds	86	67	83	100	89
% Exceeds	14	10	14	0	22
Number of students tested	7	9	5	4	9
6. Asian Students					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	38	33	14	33	0
Number of students tested	5	8	7	3	3
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	98	97	91	93	93
% Exceeds	27	20	16	19	45
Number of students tested	49	60	65	59	60
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Some subgroup data are not reported due to a small number of students in the subgroup. The school has not reported alternatively assessed students due to the small number of students in that subgroup (less than 1%). We were unable to locate the number of students tested in the Free and Reduced Lunch subgroup prior to 2012 because the Arizona Department of Education only published the percent of students who passed the AIMS assessment within that subgroup. The information provided to schools from the ADE only accounts for the overall number of students tested (the information provided to schools was not broken up by number of students tested within that subgroup prior to 2012).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: AIMS Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds	90	93	95	97	91
% Exceeds	22	21	23	33	23
Number of students tested	104	98	99	98	109
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	93	88	95	100	83
% Exceeds					
Number of students tested	28	26			
2. Students receiving Special Education					
% Meets plus % Exceeds	50	67	69	86	86
% Exceeds	0	0	15	29	7
Number of students tested	12	12	13	7	14
3. English Language Learner Students					
% Meets plus % Exceeds	71	33	67	100	75
% Exceeds	0	0	0	0	0
Number of students tested	4	3	1	2	3
4. Hispanic or Latino Students					
% Meets plus % Exceeds	90	87	94	96	79
% Exceeds	19	9	15	17	3
Number of students tested	31	30	30	28	30
5. African- American Students					
% Meets plus % Exceeds	90	100	67	100	75
% Exceeds	9	33	0	33	20
Number of students tested	10	7	5	8	8
6. Asian Students					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	30	29	33	33	50
Number of students tested	8	7	4	3	5
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	91	96	96	96	98
% Exceeds	24	20	24	33	24
Number of students tested	53	54	59	58	64
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Some subgroup data are not reported due to a small number of students in the subgroup. The school has not reported alternatively assessed students due to the small number of students in that subgroup (less than 1%). We were unable to locate the number of students tested in the Free and Reduced Lunch subgroup prior to 2012 because the Arizona Department of Education only published the percent of students who passed the AIMS assessment within that subgroup. The information provided to schools from the ADE only accounts for the overall number of students tested (the information provided to schools was not broken up by number of students tested within that subgroup prior to 2012).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 5

Publisher: Pearson

Test: AIMS Assessment

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds	96	93	96	94	94
% Exceeds	13	26	28	24	17
Number of students tested	98	97	115	114	100
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	0	0	2	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	97	96	91	84	84
% Exceeds					
Number of students tested	33	23			
2. Students receiving Special Education					
% Meets plus % Exceeds	78	57	43	67	71
% Exceeds	0	0	0	17	11
Number of students tested	9	14	7	6	9
3. English Language Learner Students					
% Meets plus % Exceeds	50	100	75		50
% Exceeds	0	0	0	0	0
Number of students tested	2	2	2	0	2
4. Hispanic or Latino Students					
% Meets plus % Exceeds	92	97	97	88	95
% Exceeds	3	17	14	11	0
Number of students tested	36	35	33	35	23
5. African- American Students					
% Meets plus % Exceeds	100	100	100	50	83
% Exceeds	17	0	33	0	33
Number of students tested	6	4	10	4	6
6. Asian Students					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	29	0	67	25	0
Number of students tested	6	2	4	5	3
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	98	89	94	98	97
% Exceeds	12	27	27	25	18
Number of students tested	49	56	68	68	65
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Some subgroup data are not reported due to a small number of students in the subgroup. The school has not reported alternatively assessed students due to the small number of students in that subgroup (less than 1%). We were unable to locate the number of students tested in the Free and Reduced Lunch subgroup prior to 2012 because the Arizona Department of Education only published the percent of students who passed the AIMS assessment within that subgroup. The information provided to schools from the ADE only accounts for the overall number of students tested (the information provided to schools was not broken up by number of students tested within that subgroup prior to 2012).